DOCUMENT RESUME

ED 198 295 CE 027 945

AUTHOR Piuma, Chesca
TITLE Developing a Vocational Education Training Program for Severely Handicapped Adolescents and Young Adults: A Feasibility Study. Independent Research and Development Project Reports. Report #6.
INSTITUTION Far West Lab. for Educational Research and Development, Berkeley, Calif.
PUB DATE Dec 80
NOTE 75p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Ability; Adolescents; Auto Mechanics; Curriculum Development; Education Work Relationship; *Employer Attitudes; Employment; *Employment Potential; Feasibility Studies; Food Service Workers; Job Training; Laundry Drycleaning Occupations; *Moderate Mental Retardation; Needs; Needs Assessment; Secondary Education; *Teacher Attitudes; *Vocational Education; Young Adults; Youth
IDENTIFIERS California (Contra Costa County)

ABSTRACT

This study investigated the feasibility of developing five vocational education curricula for severely handicapped (i.e., trainable mentally retarded) young people, aged 13 to 21, that would enable them to work in the employment areas of gardening, housekeeping, laundry services, food services, and minor auto maintenance. One goal of the project was to determine whether school staff members think their students have the potential to master the skills needed to work in these occupations. A second aspect of the study was to assess the interest and/or resistance of community business people to hiring severely handicapped students who had completed the appropriate vocational education program. To answer these questions, interviews were conducted with school staff from four programs teaching vocational educational skills to trainable mentally retarded students in Contra Costa County, California, as well as with representative Contra Costa business people. The study showed that there is both a need and a desire to expand and develop the existing vocational education training program for severely handicapped students. The school staff members agreed that their trainable mentally retarded students did have the potential to learn the skills needed to work in the five employment areas; and the community business people seemed receptive to training and hiring these students. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198295

DEVELOPING A VOCATIONAL EDUCATION TRAINING PROGRAM FOR SEVERELY HANDICAPPED ADOLESCENTS AND YOUNG ADULTS: A FEASIBILITY STUDY

Chesca Piuma

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anne Hayes Sarmento

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Report #6

Independent Research and Development Project Reports

December, 1980

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

CE 027 945

This project was supported by Laboratory funds. The views expressed herein are those of the author and do not necessarily reflect the views of the Laboratory

TABLE OF CONTENTS

	Page
Foreword	i
Abstract	iii
Acknowledgments	v
Executive Summary	vi
Introduction	1
The Focus of the Study	1
A Review of the Literature	3
A Statement of the Problem	5
The Investigator's Perspective	7
Approach	9
Developing an Interview Instrument for use with School Staff	9
Selecting the Staff to be Interviewed	10
Developing an Interview Instrument for Use with Community Business People	11
Locating and Selecting Community Business People to be Interviewed	12
Evaluation and Reporting Techniques	12
The School Interviews	15
Lucille Mauzy School	15
Martin Luther King School	19
Thomas Jefferson School	23
Ralph Harmon School	26
Summary of School Staff Interview Data	32
The Community Business People Interviews	40
Northern Contra Costa County	40

Southern Contra Costa County 42

Summary of Business People Interview Information 45

Conclusions and Recommendations 47

Bibliography 49

Appendix A: Interview Instrument for Teacher and Instructional Aides 52

Appendix B: Questions for School Administrators 57

Appendix C: School Interview Roster 58

Appendix D: Employer Interview Schedule 59

FOREWORD

This report describes the results of one in a series of Independent Research and Development Projects funded by the Far West Laboratory for Educational Research and Development, using its own resources generated by fees earned on various contracts. These Independent Research and Development Projects, conducted by individual professional staff members of the Laboratory, represent pilot efforts that address new problem areas of significance to regional or national educational needs or that probe new resource or methodological areas heretofore unexplored by Laboratory staff.

Awards are made on a competitive basis annually or semiannually, depending on available funds. In addition to requirements that the projects be completed within nine months and require less than one quarter person year effort of any Laboratory employee, the proposals are scored on four criteria: (a) they must promise to open a new area of research or development or extend significantly the productivity of an existing area, (b) they must be of high quality, (c) they must be difficult to fund through known private, governmental, or foundation funding, and (d) they must be closely related to the Laboratory's mission.

Following review by the Independent Research and Development Committee, recommendations for funding are forwarded through the Laboratory Director to the Program Committee of the Board of Directors of the Laboratory for their review and approval.

The following is a listing of the Independent Research and Development Project award recipients and a brief description of their projects.

Joaquin Armendariz. Development of Resources Relating to Systemic Design Models and Methodologies. This project tests the feasibility of developing instructional resources in design models and design methodologies for educational practitioners. Two monographs describing significant design approaches and key reference works will be prepared.

Ann Bouie. Identification of the Problematic Situation. The extent to which students assume responsibility for the acts that result in disciplinary measures as compared to the extent to which they see the causes as lying outside their control is the primary focus of this study. Though these explanations cite factors beyond direct, student control, thus overlooking the potential influence of free choices, perceptions of acts, and contexts in which these occur.

Matilda Butler. Dynamics of School Health Education in the Far West Laboratory Region: A Pilot Study. School health education represents a challenge for the 1980s. This project is designed to provide information on the needs, goals, programs, participants, materials, etc., of school health education in Northern California, Utah, and Nevada.

Information is gathered through interviews with key state personnel and questionnaires sent to school district personnel.

Paul R. Christensen. Educational Use of Microcomputers. This project summarizes the currrent state-of-the art on educational use of low-cost, high-capability, self-contained microcomputers; develops a taxonomy by which to characterize typical computer-augmented learning environments; and describes teacher perceptions of the "computer readiness" of students and the positive and negative factors in the learning environments.

Natividad DeAnda. Competencies of Leaders and Managers in Educational R&D. The study's goal is to produce an outline of competencies essential to successful management and leadership of educational projects, by analyzing job descriptions of managers and non-managers at the Laboratory for skill and knowledge areas utilized in their work. The study provides data for determining which competencies are considered essential to program management at the Far West Laboratory.

Jill S. Evenson. A Survey of Work-Related Attitudes of Professionals in Special Education. This study examines the attitudes toward work of teachers and administrators engaged in special education--persons who are in a position to exert strong influence on the developing work values of handicapped young persons. The study is seen as an exploratory step into needed research in work-related attitudes of handicapped young people and the effect on them of attitudes of their teachers.

J. Ronald Lally. Expanding Experiences and Employment for the Elderly through Non-Center Based Family Child Care. This project is a needs assessment and feasibility study designed to investigate the possible creation of a system for delivering quality child care services and meaningful employment for the elderly in child care.

Chesca Piuma. Feasibility Study: Developing a Vocational Education Training Program for Severely Handicapped Adolescents and Young Adults. This study investigates the feasibility of developing five vocational education curricula for severely handicapped (trainable mentally retarded) adolescents and young adults (ages 13-21) in the employment areas of gardening, housekeeping, laundry, minor auto maintenance, and food services.

The Far West Laboratory Independent Research and Development Committee:

Paul D. Hood, Chair
Natividad DeAnda
Kathleen Devaney
Margaret Robinson
William Tikunoff

The Program Committee of the Laboratory Board of Directors:

Izar Martinez, Chair
Lewie Burnett
Louis Delsol
Lilly Fong
Arlene Hamilton
Lynne Joiner
Virla Krotz

ABSTRACT

This study was intended to investigate the feasibility of developing five vocational education curricula for severely handicapped (i.e., trainable mentally retarded) young people, aged 13 to 21, that would enable these students to work in the employment areas of gardening, housekeeping, laundry services, food services and minor auto maintenance.

One goal of the project was to determine whether the school staff members who are involved daily with severely handicapped youths and adolescents think their students have the potential to master the skills needed to work in the employment areas in question. A second, equally vital aspect of the study was to assess the interest and/or resistance of community business people to hiring severely handicapped students who had completed the appropriate vocational education program. Thus, during the study, interviews were conducted with school staff from four programs teaching vocational educational skills to trainable mentally retarded students in Contra Costa County, California as well as with representative Contra Costa business people.

Throughout all the interviews, the intent was to collect information and record reactions that would later be useful in formulating recommendations for a vocational education training program that would both utilize the potential of severely handicapped students to be employed in the community and increase the scope of community interaction with these young people. In attempting to assess whether community business people would be willing to assist in writing the vocational education curricula to be used and to participate in on-the-job training of the students, the underlying idea was that utilizing the employers as curriculum and training consultants

would help to minimize any resistance they might feel to hiring severely handicapped individuals.

The study showed that there is both a need and a desire to expand and develop the existing vocational education training program for severely handicapped students within Contra Costa County schools. The school staff members who were interviewed agreed that their trainable mentally retarded students did have the potential to learn the skills needed to work in the five employment areas. Similarly, the community business people who were interviewed seemed receptive to training and hiring these students, although further work must be done before such a training and placement program becomes a reality.

ACKNOWLEDGMENTS

Sincere thanks go to the people in the four schools who participated in the study: Dr. David Yamamoto, the Assistant Superintendent of Special Education Programs and Services, Tori Essert, Principal of Jefferson and Harmon Schools, Gus Decker, Site Supervisor of Lucille Mauzy School (Valley Special Center), Peter Gonas, Site Supervisor of Martin Luther King school, Marian Cornfeld, Vocational Education Specialist, and to the school teachers, instructional aides, professional support staff, program and school secretaries. The investigator would also like to acknowledge the role the students played in the study, by being so patient while their teachers and aides were out of class.

The valuable contribution made by the community business people who were interviewed was also very much appreciated. They, too, are deserving of the investigator's thanks.

Finally, it should be noted that the continuous support of Dr. Paul Hood of Far West Laboratory for Educational Research and Development was of great value in analyzing the data contained in this report and presenting it in published form.

Thanks, too, to Jane Margold for providing editorial help.

EXECUTIVE SUMMARY

Vocational education training programs for the severely handicapped (i.e., trainable mentally retarded) have traditionally focused on teaching these students the simple skills they need to perform repetitive tasks within a sheltered workshop setting, rather than on equipping them to work in employment areas where they could experience feelings of fulfillment and economic self-sufficiency. In the belief that severely handicapped students can be trained in skills for which there is a marketable community demand, this study investigated the feasibility of developing vocational curricula for the students in the areas of gardening, housekeeping, laundry, minor auto maintenance and food services. The study also investigated the feasibility of utilizing community business people employed in these five areas to assist in the writing of the curricula and to participate in the on-the-job training of the severely handicapped young people, whose ages ranged from 13 to 21.

In this study, the first method of investigation was to conduct interviews with administrators, teachers, instructional aides and professional support staff selected from four pre-vocational and vocational programs for severely handicapped students in four Contra Costa County, California schools. The second method of investigation was to carry out interviews with ten community business people working in the five employment areas listed above.

One major purpose of the interviews was to establish whether or not professionals presently working in the four participating schools think that severely handicapped adolescents and young adults are capable of learning and mastering the skills needed to work in the employment areas

in question. Another equally important aspect of the interviews was to determine employers' interest and/or resistance to hiring severely handicapped people, since the nature and degree of this interest are key variables in the number of placements that will be made in the community after the students have completed a vocational training program. Finally, a corollary purpose of the interviews was to see whether resistant employers might lessen their reluctance to hire severely handicapped individuals by having an opportunity to discuss their hesitation with the interviewer.

The schools that participated in the Feasibility Study are Lucille Mauzy in Alamo, Martin Luther King in Pittsburg, Thomas Jefferson in Kensington and Ralph Harmon in Richmond. Although the schools differ in the ethnic, cultural and socioeconomic groups they represent, they are essentially similar in the program content they offer, in the age groups they teach and in the type of handicapped students they enroll: trainable mentally retarded and those with multiple handicaps. Other similarities are that Mauzy and King schools are located in the southern part of Contra Costa County and participate in the California Master Plan of Special Education, while Jefferson and Harmon are in the northern part of the county and do not participate in the Plan. Mauzy serves a large population of students who live at a private residential institution; however, students attending the other schools live at home or in board and care homes.

At all four schools, opinions of staff were gathered through personal interviews at the school sites. One questionnaire, which was used with teachers, instructional aides and professional support staff included questions about educational considerations (i.e., students' reading abilities, etc.), students' motor ability, performance skills, social and behavioral considerations, training and placement and miscellaneous

considerations (i.e., students' ability to take public transportation, career awareness, understanding of such concepts as wages, etc.). The second questionnaire, which was administered to four school administrators, was intended to obtain information on school and program organization, the present vocational direction of the school programs and desirable future goals for the schools.

During the aspect of the study that involved interviewing ten community business people working in the employment areas of gardening, housekeeping, laundry services, auto maintenance and food services, a third questionnaire was utilized. This instrument included questions about the employer's type of business, type of positions available, views about severely handicapped people in general, feelings about dealing with a severely handicapped person on the job and interest in participating as a consultant in the vocational training process of severely handicapped adolescents and young adults.

The results of the study showed that a majority of the employers interviewed were willing to let their businesses be utilized as training sites for severely handicapped students and a majority were also willing to try hiring the students they trained, although only one expressed a strong interest in doing so. In general, however, the response of these employers was more positive than the interviewers had expected.

The study also showed that the teachers and support staff interviewed felt that most of their severely handicapped students could be employed outside a sheltered workshop setting, even if less than 25% would work independently in the five employment areas in question. These school staff members did think, however, an additional 40% of students could work in one of the five employment areas with supervision, since it is

appropriate behavior that is the main concern, rather than skill acquisition potential.

In reviewing these findings, it is important to realize that it was not the intention of the study to categorically prove that severely handicapped young people are able to master the skills they would need to work in the five employment areas described above. Nor could the study establish that community employers are absolutely resistant to or committed to hiring severely handicapped individuals. These possibilities can only be sustantiated after a vocational education training program is attempted and job development and placement efforts are made in the community. Since the Feasibility Study was meant to be an initial, exploratory assessment of school staffs' views and community employers' attitudes, the findings can be used as a basis for determining the potential success of developing and implementing a vocational training program within Contra Costa County schools that is geared toward equipping severely handicapped students to work in community competitive employment. At the same time, this research can be used to develop educational strategies that will lessen the resistance of Contra Costa employers to training and/or employing severely handicapped people.

Since this type of vocational education training for severely handicapped individuals is a relatively unexplored area within Far West Laboratory for Educational Research and Development, which provided institutional and financial support for the Feasibility Study, the information gathered during the study will also be useful as a means of obtaining early input from school staff and community employers as to the feasibility of undertaking an educational program that is based on a new and expanded view of employment potential of severely handicapped individuals.

INTRODUCTION

In 1981, a year that has been designated as the International Year of Disabled Persons, a limited but growing number of research studies advocate community competitive employment* as a major source of work for severely handicapped individuals. These studies stress vocational choice and satisfying employment as essential to severely handicapped people's self-esteem and human dignity. At the same time, they emphasize the need for comprehensive and longitudinal interaction between severely handicapped and non-handicapped individuals, if integration into the mainstream of of society is to become a social and political reality.

The Focus of the Study

Although the general purpose of this report is to provide data that supports these approaches to employment for the severely handicapped, it must immediately be pointed out that the specific purpose of the Feasibility Study was to focus on the vocational training and placement potential of one group of severely handicapped individuals (i.e., the trainable mentally retarded) within one specific geographic area (i.e., Contra Costa County, California). The investigator thus recognized that the recent literature in the field uses the term severely handicapped to refer to:

> "...the lowest functioning 2% of our population at any given chronological age. The term includes people who have been described as severely/profoundly retarded,

*i.e., employment for which there is a marketable demand in the community and that involves contact with non-handicapped people, as opposed to a sheltered workshop, in which jobs are "created" for severely handicapped individuals and performance expectations are low or non-existent.

autistic, deaf/blind and retarded, retarded and orthopedically handicapped, trainable-level retarded..."*

However, since each of these groups of individuals has a unique set of educational needs requiring careful consideration and specific teaching approaches, the Feasibility Study dealt only with those severely handicapped adolescents and young adults who are considered "trainable mentally retarded." The term "severely handicapped" is therefore used in this report to refer to this particular group of students, the schools they attend and the educational staff dealing with these students.

In a similar way, this study narrowed its focus to four schools and ten representative business people within one northern California county. The specific intent of the Feasibility Study was to explore the opinions of Contra Costa County school staff as to the vocational training and placement potential of their severely handicapped students in the employment areas of gardening, housekeeping, laundry services, food services and minor auto maintenance.

At the same time, the Feasibility Study also sought to record the reactions of Contra Costa County business people to the idea of training and working with severely handicapped individuals. This second aspect of the research was considered as vital as the first, since it is critical to the success of vocational training and community placement for the severely handicapped to know the degree of support and resistance that exist and the level of accurate information that both the educator and the employer possess. Once "all the cards are on the table," strategies can

---

*Brown, et al., "A Rationale for Comprehensive Longitudinal Interactions Between Severely Handicapped Students and Non-Handicapped Students and Other Students." in AAESPH Review, Spring 1979, p. 4.

be developed to alleviate resistance, promote support and supply accurate information concerning the vocational training requirements and abilities of severely handicapped students.

As will be made clear in the "Review of the Literature" and "Problem Statement" sections that follow, such strategies and information are needed if severely handicapped individuals are to fulfill their employment potential.

A Review of the Literature

Historically, severely handicapped, mentally retarded people have been viewed as amorphous individuals who are "organizationally surplus" to the mainstream of society (Weber, 1947). Severely handicapped people have been restricted to a marginal role within the workforce (Glendell and Zetterberg, 1964; Burt, 1961) and have consequently been seen as consumers rather than contributors to public and private services and funds. Society has chosen to divert its energy and monies to maintain and subsidize this surplus population (Farber, 1968).

These attitudes, which have been manifested by both professionals and the general public, are still prevalent and represent the greatest inhibitors to the full or partial participation of the severely handicapped in our society today. It is startling to realize that this view of the severely handicapped has been with us for much of this century (Delp, 1957; Mausner, 1953; Engel, 1950; Keys and Nathan, 1932; Tredgold, 1903), since the researchers just cited, among others, consistently correlated low IQ or low aptitude test scores with the inability to perform functional and/or vocational tasks that lead to the creation of substantially marketable and consumable products.

This trend in thinking has resulted in providing only one vocational option -- the sheltered workshop -- for a handicapped population with as wide a range of aptitudes, abilities, interests, vocational needs and desires as any non-handicapped people within our society. This option is, of course, a positive one and a number of studies have proven that severely handicapped persons can succeed within this model (Karan, 1979; O'Neill and Bellamy, 1978; Wehman, et al., 1977; Gold, 1976, 1974, 1972; Bellamy, et al., 1975; Crosson, 1969). Nevertheless, it falls short of providing these individuals with the opportunity to fulfill their personal and vocational needs. In this regard, Wehman, Hill and Koehler (1979) describe the major shortcomings of sheltered workshop employment:

> First, few sheltered workshops pay the minimum wage, but rather compensate on a piece-rate basis. Consequently, many workers earn only $20 or $80 per month, if that. Secondly, sheltered employment is primarily restrictive; that is, it includes only handicapped workers and therefore limited opportunities for interaction with nonhandicapped individuals. Sheltered employment unfortunately perpetuates programming in segregated settings. Furthermore, in sheltered workshops there are rarely the full spectrum of fringe benefits (i.e., Blue Cross) which are available in many competitive employment situations. A final limitation of sheltered employment is that it is often a needlessly terminal placement for many individuals. It becomes terminal because the skilled employee is a critical part of the production process and invariably is "carrying" several less productive workers. Therefore, the workshop supervisor may be reluctant to move the worker out of the shop and into competitive employment.

During the late 1970's, a few "maverick" articles and programs began emerging. These discussed the vocational needs of severely handicapped people in terms of competitive employment or community-based employment within marketable skill areas (Wehman, Hill and Koehler, 1979; Rusch and Schutz, 1979; Malik, 1979; Rusch, 1979; Belmore and Brown, 1978; Mithaug,

Hagmeier and Haring, 1977; Schalock and Harper, 1977). Much of this initial and progressively growing interest in employment outside the traditional sheltered workshop model both spurred and was generated by the passage of P.L. 94-142, The Education for all Handicapped Children Act; P.L. 94-482, The Education Amendments of 1976; and P.L. 93-112, Section 503 and 504 of the Rehabilitation Act of 1973. Subsequent legislative and financial support has encouraged the research and development of programs investigating new methods of instruction for the severely handicapped and different avenues for work training and placement.

Other factors that have served to encourage the exploration of new vocational options for severely handicapped individuals are the concepts of "normalization" (Wolfensberger, 1972) and "mainstreaming." Both these ideas have provided the philosophical impetus needed to support the struggles professionals have experienced in implementing programs advocating vocational training that is oriented toward competitive employment, and in attempting to integrate severely handicapped people into educational and community-based enviornments traditionally reserved for the non-handicapped.

It is important to realize that there are still a substantial number of professionals who direct their experimental and programmatic research efforts toward sheltered employment. However, there are also more and more researchers, educators, parents and community business people who view the community as the future source of employment for severely handicapped people (Wehman, 1981).

A Statement of the Problem

As stated earlier, much of the early research into the vocational

potential of severely handicapped people presented the sheltered workshop setting as the most viable work environment. Not surprisingly, there is an abundance of literature documenting that severely handicapped individuals do have the potential to master the skills needed to be employed within sheltered workshop settings. Traditionally, these work settings require severely handicapped employees to perform rote, repetitive, assembly line tasks. Work expectations are generally low and allowances are made for slower speeds, inconsistencies in quality, and inappropriate work and social behaviors that are attributed to workers' handicaps.

For the workers themselves, the disadvantages to this type of employment include sub-minimum wages which result in promoting the employee's dependency on Supplemental Security Income (SSI) or welfare. Employee benefits, such as medical insurance, are extremely limited; and the sheltered atmosphere of the work environment seriously limits regular interaction with non-handicapped people, thereby providing few appropriate role models. Finally, the boring nature of the work, coupled with little hope for progress in acquiring skills or for pay advancements, breeds personal unhappiness, low self-esteem and employment dissatisfaction.

It is because of the apparent disadvantages and inequities inherent in the majority of sheltered workshop placements that researchers and program planners have become interested in community competitive employment as a viable alternative. However, since the concept of using the community as a substantial source for jobs is relatively new and the nature of competitive employment is significantly different from sheltered employment, a number of critical issues have emerged that necessitate a wide range of investigation. These critical issues include the identification of jobs that are appropriate for severely handicapped persons and

at the same time respond to the specific labor market needs of a community and the need for functional instructional methodologies that break down, prioritize and sequence vocational tasks and behavior performance into specific skill and behavior outcomes. Decisions must also be made about the desired location of training (i.e., whether a simulated versus a natural environment should be used); about the nature of the transitional process between training and competitive placement; and about the system that should be used for structuring positive interactions between severely handicapped persons and non-handicapped employers, co-workers and individuals encountered in general in community-based environments.

The Investigator's Perspective

The information that follows addresses many of these issues in the context of Contra Costa County schools and the Contra Costa County business community. In presenting the data collected from school staff members and community employers, the investigator would like to make it clear that the staff from the four Contra Costa County schools seemed extremely receptive to their students' abilities and potential as workers and and as total citizens within the community. They gave the impression of being true advocates for their students and clearly expended an unlimited amount of energy and love in supporting their students' right to become equal with others and to join the mainstream of society.

The Contra Costa County community business people who were interviewed were also unusually generous about time and job information. All of the business people who were approached were willing to be interviewed.

Throughout the interviews with school staff and community employers and during the course of the entire study, the emphasis was not on

evaluating the "rightness" or "wrongness" of the programs of schools, but on formulating recommendations that could be used to assist Contra Costa County schools in long-range planning. The investigator would thus appreciate any feedback that school staff, community business people or other interested readers would like to offer.

APPROACH

Developing an Interview Instrument for Use with School Staff

Using three publications* as references, an interview schedule was developed (see Appendix A) to assess and document the opinions and feelings of administrators, teachers, instructional aides and professional support staff concerning severely handicapped students' potential for acquiring skills appropriate to the five employment areas. The interview instrument was intended to ask topical questions, and give direction to the interview without preventing school staff from expressing their opinions and feelings. It covers six topical areas: educational considerations, motor ability, performance skills, social and behavioral considerations, training and placement and miscellaneous considerations (i.e., the ability to take transportation, career awareness, the understanding of wage concepts, etc.). The instrument also asks staff to estimate the approximate numbers of students who potentially have the capacity to acquire skills needed for working in the community. These are not to be considered absolute statistical data, but are to be looked at in terms of trends of thinking or attitudes.

It should be noted that after the final instrument form was developed, it became apparent that it was extremely difficult for support staff to

---

*R. Peterson and E. Jones, Guide to Jobs for the Mentally Retarded (revised edition), (Pittsburgh, PA: American Institute for Research, Feb., 1964); Guidelines for the Development of Adjustment Services in Rehabilitation, a Cooperative Project of the Alameda Rehabilitation Service, Rehabilitation Services Education, (Auburn, AL: Auburn University, 1971); Vocational Evaluation and Work Adjustment Standards with Interpretive Guidelines and VEWAA Glossary (VEWAA-CARF), (Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout).

respond to the educational consideration questions. The reason is undoubtedly that in providing services to four or five classrooms, support staff do not deal with such specifics as writing abilities, math abilities, etc. As a result, support staff were not asked questions about educational considerations.

In attempting to use the final form of the instrument to interview two of the administrators, the investigator also realized that the questions were not appropriate or keyed to the administrators' concerns, which include the overall functioning of their schools and the direction of educational programming. The investigator then developed a set of informal questions (see Appendix B) for administrators that concentrated on schools and program organization, the present vocational direction of their schools or programs and the goals they ultimately wanted their schools and students to achieve. The information resulting from these questions is included in the "Administrative Overview" section within the description of each school.

Selecting the Staff to be Interviewed

Dr. David Yamamoto, Assistant Superintendent of Special Education, invited the investigator to a management meeting that brought together principals, site supervisors and coordinators of programs. The Feasibility Study was explained, and a question period followed. After a roster sheet (see Appendix C) was passed out to the administrators who were to participate in the study, they were asked to select teachers and instructional aides who would be appropriate for interviewing. Support staff had already been selected on the basis of their involvement with vocational education planning and program development for severely handicapped students.

It was then decided to interview the following administrative staff: two site supervisors (from the Master Plan schools), one principal (from other than a Master Plan school) and the Vocational Education Specialist for Special Education Services. Seven professional support people were also interviewed: two program specialists, one vocational program specialist, two social workers and two occupational therapists. Although the occupational therapists were initially assumed to be directly involved in the evaluation of vocational skills and in the development and implementation of vocational education programs, interviews with them revealed that their participation in the severely handicapped vocational education programs was on a minimal consultation basis. Their interviews are thus not included in the summary results of the study.

In addition, sixteen teachers and ten instructional aides were interviewed. Originally twelve instructional aides were to be interviewed, but one went on pregnancy leave (Jefferson School) and the other (Martin Luther King School) was unavailable because of the end of the school year schedule.

Developing an Interview Instrument for use with Community Business People

This interview instrument was developed by using three publications* as references, and obtaining pertinent information from Dr. Lou Brown,

*L.C. Hartlage, "Factors affecting employer receptivity toward the mentally retarded," in L. Daniels (ed.), Vocational Rehabilitation of the Mentally Retarded, (Springfield, Illinois: Charles C. Thomas, 1974); W.R. Phelps, "Attitudes related to the employment of the mentally retarded," American Journal of Mental Deficiency, 69(4)(1965):575-585; T. Richard, H. Traindis and C. Patterson, "Indices of employer prejudice toward disabled applicants," in J. Stubbins (ed.), Social and Psychological Aspects of Disability (Baltimore: University Park Press, 1977).

Dr. Mary Falvey and doctoral student Ian Pumpian -- all from the Behavioral Disabilities Department at the University of Wisconsin in Madison. In addition, the investigator utilized information compiled while she served as a job developer and placement counselor with severely handicapped adolescents and young adults.

The interview instrument was then piloted with one employer and revised so that the interview took less time and some questions were refined or combined. The final form of the instrument appears in Appendix D.

Locating and Selecting Community Business People to be Interviewed

Two teachers who had been interviewed for the study were hired to aid in the selecting and interviewing of community business people, since both of these individuals live in Contra Costa County (one in the southern part and the other in the northern part), and are familiar with local businesses as well as with the problems involved in the training and placement of severely handicapped students. Each chose five employers representing the five employment areas within their part of the county to interview.

Evaluation and Reporting Techniques

After reviewing the written interviews with school staff and the available audio tapes of interviews, the investigator summarized each interview, then compiled and organized them by school. The results from the four schools were then compared and school staff opinions were translated into percentages (e.g., 61% of their severely handicapped students are potentially capable of performing the fine motor movements needed to work independently in the five employment areas being considered). These percentages were transformed using inverse sine transformations and

analyzed by one-way variance analysis. Percentages, analysis information, and explanatory comments appear on pages 32 to 37 of this report.

After reviewing the business interviews, the investigator met with the teacher-interviewers to clarify any questions and collect their final impressions. In looking at the business interviews, the investigator tried to see whether the interviewee was receptive or resistant to hiring severely handicapped program graduates. If resistance was evident, the investigator tried to determine whether it lessened as questions were asked concerning employers' interest in being hired as curriculum or job-training consultants. The investigator also tried to establish the employers' overall receptivity of willingness to try hiring severely handicapped people. Summaries of these interviews appear in a later section of this report.

In the process of reviewing the school staff interviews, it became apparent to the investigator that it would be impossible to analyze the feasibility of implementing a vocational education training program within the four Contra Costa County schools without describing the program that already exists. For this reason, the reports on the school staff interviews begin by presenting information on the school's location, student organizational structure, and curriculum development and student evaluation procedures. Each of the school sections then offers details on who was interviewed, the role of the support staff,* the informal interviews with administrators and the role of the Vocational Education

---

*It should be noted that a separate description of the instructional staff is not offered because the information on the classes that are available and on curriculum development suggests some of the responsibilities teachers and instructional aides assume.

Specialist and her program plan overview.* A summary is then presented of the school staff interview data.

The reporting of the results for the community business interviews was divided into a section on the interviews with community employers from Northern Contra Costa County (Kensington-Richmond) and a similar section on the interviews with employers from Southern Contra Costa (Alamo-Pittsburg). The information covered included employer experiences with and image of severely handicapped individuals, their feelings concerning hiring the severely handicapped and their response to being hired as consultants. Data are also presented on the degree of instructional staff members' access to job sites, the work environment, potential jobs within the businesses discussed and the response of the interviewer. A summary is then presented of the information collected during the interviews with the community business people.

---

*This description appears after the Harmon School Summary.

THE SCHOOL INTERVIEWS

Lucille Mauzy School

The Existing School Program

School location and student population. Lucille Mauzy School (formerly Valley School) is located in Alamo, a middle- to upper-class residential neighborhood. Students, who represent a limited number of ethnic-cultural and socio-economic groups, are bussed from surrounding communities. A majority live in a nearby private residential institution, Las Trampas, and the rest live with their own families or in board and care homes.

School organization. "Mauzy," which is part of Contra Costa County's Master Plan program, is organized according to the self-contained model, with one primary grade, one elmentary grade and four secondary vocational education classes that include 41 students ranging in age from 15-21. Limited integration with non-handicapped students is available with a nearby general education school site, whose students join Mauzy students when they go out into the community on work crews.

The secondary students are assigned to four different homerooms that are grouped primarily according to chronological age, with some consideration for ability. Homeroom activities, which take place in the afternoon, include learning survival words; practical writing skills; time, money and telephone use; self-help (i.e., grooming, tooth brushing); independent living skills; personal hygiene; vocational awareness and work attitudes.

During the morning, each homeroom group rotates through five vocational classes, spending a four-week period in each. The classes are:

- Community Integration

  Students participate in such activities as eating in restaurants, swimming, skating and shopping so that they are exposed to the community and, in turn, the community is sensitized to the students. Emphasis is placed on using community adaptive behavior, taking public transportation, being aware of safety, learning how to use money, ordering food in a restaurant or buying food in a store. Outdoor education skills are also taught during hikes and camping trips.

- Home Living Skills

  Students learn meal planning, practical cooking, bed making, laundering clothes, ironing, folding linen, washing dishes, dusting, polishing, vacuuming, and sewing. In the classroom area, there is a simulated house and commercial kitchen. Students are also given practical experience by joining work crews that clean private homes in the community.

- Environmental Studies

  Students study plants, animals, physical surroundings, body functions, heavenly bodies, weather, conservation, pollution and energy. They also cultivate, plant and maintain a substantial vegetable garden.

- Gardening and Landscaping Skills

  During this class, students perform off-campus work. They learn to mow lawns, use clippers, rakes, shovels and wheelbarrows; clean up yards; haul firewood; do basic gardening (planting, hoeing and watering), orchard work and rock and gravel work, and participate in on-campus landscaping projects.

- Workshop Skills and Job Contracts

  This class prepares students for working in a sheltered workshop. Skills taught include collating, assembling, disassembling, packaging, unpackaging, small tool use, sequencing activities, counting activities, and discriminating activities (i.e., quality control).

Curriculum development and student evaluation. Teachers devise the curricula presented in both homerooms and vocational classes. In general,

no standardized curricula are being used that are task analytic in nature and that rely on consistent program learning techniques.

Teachers also devise their own methods of academic and vocational assessment. Although each student's progress is recorded on a standardized school form after each four-week vocational rotation period, no standardized or school-wide method of student evaluation has been established as yet.

Teacher evaluations and progress reports are reviewed for parent conferences and for recommendations on students' Individualized Education Programs (IEPs).

School Staff Interviews

Who was interviewed. Four of the teachers involved in the vocational classes, three of their respective aides, two support staff and the site supervisor participated in interviews.

Support staff. The support staff interviewed from Mauzy were the social worker and program specialist. The program specialist position entails serving in an advisory capacity to teachers and school administrators, acting as a resource specialist on a students' Educational Assessment Service team (EAS), providing evaluative information to determine appropriate school program placements for students and monitoring the writing and implementation of the IEPs. The position also includes making recommendations to teachers concerning specific learning programs and techniques that could be utilized in the classroom with specific children, but the program specialist's caseload allows very little time to perform this duty. Ordinarily, the program specialist does not provide direct services to students.

The social worker, however, has direct contact with students and serves in an advisory capacity. The social worker sits in on EAS teams, makes recommendations for classroom placements and assists in the development of IEPs that are based on an assessment of each student's social and emotional development. The social worker works directly with students in developing and teaching personal hygiene and sex education classes, in providing individual counseling and in making home visits with students' parents.

Administrative overview. The site supervisor at Lucille Mauzy is responsible for overseeing program development, program implementation, program budget, administration of staff, and staff development, in addition to handling day-to-day crisis situations. His responsibilities also include the administration of Tice Valley School, a Development Center for the Handicapped (DCH).

Although the site supervisor feels that there is growing continuity to vocational programming at Mauzy and that the community integration classes are successful in enabling students to enter the community, he thinks that the program is still too oriented toward training students to be placed in sheltered workshops. In his view, future programs will have total community integration as their goal for severely handicapped individuals, in jobs, housing, recreation, etc.

According to the Mauzy site supervisor, the training and work potential of severely handicapped individuals have not been tapped and the community has many jobs available for which Mauzy students could be trained.

Because county schools are now allowed to keep students in programs until they are 22, the site supervisor wants to expand the community

integration program for these older students so they will have the opportunity to have community work experience in local fast food restaurants, child care centers, convalescent hospitals and a nearby tree nursery. As he spoke of this possibility, the site supervisor consistently emphasized the need for transitional groundwork that would connect the school training with available community jobs. He expressed a strong feeling that there should be someone from the schools working to inform the community about the work potential of severely handicapped individuals.

When asked whether he felt Mauzy students could be trained in the five job areas (utilizing task analytic curricula and programmed learning techniques) and whether he thought they could be placed in community businesses, he reiterated that there is no problem with severely handicapped students' learning or skill acquisition potential; it is the community that has to become aware of their potential and also of their special needs.

Martin Luther King School

The Existing School Program

School location and student population. Martin Luther King School is located in Pittsburg, an industrial community. Although the severely handicapped program shares the facility with a Comprehensive Education Program and a Head Start program, each of these school programs functions separately. When this study refers to the "King" program or "King" students, it will thus mean only the severely handicapped mentally retarded program and the adolescents and young adults attending that program.

King students, who come from surrounding communities and represent diverse ethnic-cultural and socio-economic groups, either live with their

own families or in board and care homes.

School organization. "King" is one of the two Master Plan severely handicapped programs in this study. Organized according to the isolated model, it has four self-contained classrooms (i.e., no rotation system is used) that include 40 students ranging in age from 12 to 21.

Students are assigned to a class based on their ability, with some consideration for chronological age. One of the four classes is specifically for students with severe behavior problems.

In each of the four classrooms, students learn survival words, utilizing the Edmark reading and language program; practical writing skills; functional math - time, money, telephone use; self-help, independent living skills, vocational awareness and personal hygiene. An adaptive physical education program is also part of the curriculum and a number of field trips take place throughout the year.

In addition, each classroom emphasizes specific vocational tasks that include varying degrees of community integration and sheltered workshops skills. All classes emphasize behavioral management, and appropriate vocational or work behavior.

The following is a brief breakdown of the focus of each of these classrooms:

- One class emphasizes contract work, assembly skills and woodshop. This class has been involved in wood pick-up and delivery contracts, that send students out into the community on work crews.
- A second class emphasizes home living skills. Housekeeping, food shopping and food preparation are taught, allowing students to prepare lunch for school staff and make baked goods for bake sales. This class also teaches arts and crafts and contract assembly skills.

- A third class emphasizes community integration. Students learn how to shop in grocery and department stores, how to utilize a bank and restaurant, and to be aware of the community in general. In addition, students do arts and crafts (e.g., rug hooking and weaving).

- A fourth class emphasizes behavioral management. Because of students' behavioral problems, much instructional time is spent teaching and reinforcing appropriate classroom behavior as well as behavior in the community.

In addition to the described classroom programs there is also a Neighborhood Youth Corp (NYC) program, that involves selecting ten severely handicapped students to perform part-time jobs out in the community (i.e., clean-up, gardening, etc.), and also attend regular meetings where such vocational concepts as wages, work attitudes and career awareness are discussed. Students involved in the program are paid $3.90 an hour.

Curriculum development and student evaluation. Each teacher devises both the academic and vocational curricula with the exception of the Edmark reading and language program. In general, no standardized curricula are being utilized that are task analytic and supported by consistent programmed learning techniques.

Each teacher appears to devise his or her own methods of evaluation to assess academic, vocational and behavioral progress. This information is then used during parent conferences and in developing students' IEPs.

School Staff Interviews

Who was interviewed. The three teachers involved in teaching the predominately pre-vocational and vocational classes (but not the behavioral class teacher), two instructional aides assigned to the vocational classes, three support staff (the program specialist, social worker and vocational

education specialist) and the site supervisor were interviewed.

Support staff descriptions. The program specialist and social worker at King have much the same responsibilities as comparable staff at Mauzy. The vocational program specialist tends to serve in an advisory or resource capacity for teachers and administrators rather than providing direct services to students. The duties of this person include job development, career exploration, interest testing and identification of the specific jobs that are available for students.

Administrative overview. The King site supervisor's responsibilities are comparable to the responsibilities of the site supervisor at Mauzy. He also administers King's Comprehensive Education Program.

The site supervisor feels that the vocational education program at King is minimal and is mostly directed at teaching students skills to be used in sheltered workshops. In his opinion, the full potential of severely handicapped students is not being developed and will not be until students are involved in a class rotation system and utilize vocationally-oriented curricula that allow students and teachers more opportunity to go out into the community on work crews. He hopes this will happen during the coming school year. Since he thinks training and placement should be directed toward allowing severely handicapped individuals to take their place in the community, the site supervisor felt that more transitional work needs to be done that would educate the community to the abilities of the students and would also provide information to teachers as to which skill areas are marketable so that they can train their students appropriately.

He also mentioned that to successfully train and place severely handicapped students in the community, all those involved with the

students must participate in the effort. School staff can only do so much; parents need to support their child and the efforts of the school, and the community must become knowledgeable about and sensitive to severely handicapped individuals' special needs. At present, this total effort does not exist, but it is his hope that additional parent education and community education programs will make it possible.

In response to the investigator's proposal of a school program that would train his students in the five job areas, utilizing task analytic curricula, the site supervisor said he did think it is possible to train severely handicapped individuals, and that skill acquisition is not the problem. In his opinion, the problem is the willingness of employers to be receptive to special needs.

Thomas Jefferson School

The Existing School Program

School location and student population. Thomas Jefferson School is located in Kensington, a middle- to upper-class neighborhood in northern Contra Costa County. Students are bussed by county school transportation to the school from surrounding communities and represent diverse ethnic-cultural and socio-economic groups. The students either live with their own families or in local board and care homes.

School organization. "Jefferson" is not part of Contra Costa County's Master Plan program. Organized according to the isolated model with one primary grade, two elementary grades, two pre-high school grades and one class of students with multiple handicaps or severe behavioral problems, it has 64 students ranging in age from 3 to 16. Jefferson is essentially

a feeder school to Ralph Harmon, a high school vocational education training program that is specifically for severely handicapped students.

The six classrooms are self-contained (i.e., there is no rotation), except during reading, music and physical education. A limited integration program with a nearby elementary school enables students from this school to come to Jefferson's campus and participate in the physical education program and a 4th grade-level social studies program.

The primary and elementary grade levels emphasize language development, pre-reading skills, basic math and pre-writing skills, self-help (toilet training), grooming, adaptive physical education or sensory motor development, behavioral management, and some pre-vocational skills.

The multiply-handicapped and behavioral management class presents a minimal academic program stressing language skills, self-help and behavioral management. Most of the teaching time is spent on developing and implementing individual programs for students that will assist them in adapting and maintaining appropriate classroom and community behaviors.

The two pre-high school classrooms follow a modified academic program: survival words and Distar language and reading program, functional math (time, money, measurements, etc.), practical writing skills, social studies, self-help, independent living skills, music, adaptive physical education, such periodic campus project as gardening and bake sales, and field and camping trips emphasizing survival and independent living skills.

Curriculum development and student evaluation. Teachers devise the curricula presented in all classrooms except for the Distar language and reading programs. In general, there are no standardized curricula in

use that are task analytic in nature, and reliant on programmed learning techniques.

All teachers have devised their own methods of assessment in both behavioral and academic areas. This information is used to describe students' progress during parent conferences and also to assist in making recommendations for students' IEPs.

Staff Interviews

Who was interviewed. Five teachers, three instructional aides and one principal were interviewed. Because Jefferson is not part of the Master Plan, it does not have a program specialist, social worker or vocational specialist.

After beginning the interviews, the investigator realized that only a few of the teaching staff selected were involved in the vocational education training of students in the age range chosen for the study, and were therefore not appropriate interviewees. Nevertheless, all instructional staff were interviewed so that the investigator could obtain a complete sense of the program and the teachers' attitudes toward the learning and skill acquisition potential of severely handicapped students. However, only the opinions of the two staff members involved in the pre-high school programs appear in the summary section.

Support staff. As mentioned above, Jefferson does not have support staff.

Administrative overview. The principal's responsibilities are comparable to the previously-described responsibilities of the King and Mauzy site supervisors. In addition, she administers the Ralph Harmon School (the vocational education high school for severely handicapped students).

The principal explained that Jefferson students' weaknesses are evaluated and teaching is directed at alleviating those weaknesses. Jefferson's program provides the basic learning concepts and serves as a foundation program in such areas as language skills, self-help, independent living skills, behavior management, pre-vocational and vocational skills.

The principal then pointed out that the purpose of Thomas Jefferson is to prepare the younger students so that they can utilize the high school vocational education program to the fullest extent possible. Since she feels that Jefferson is a stepping stone to Harmon, her remarks about the vocational education potential of severely handicapped students are discussed in the Administrative overview section of the Ralph Harmon School summary.

Ralph Harmon School

The Existing School Program

School location and student population. Ralph Harmon is located in Richmond in a predominately black residential neighborhood. The student population comes from surrounding communities and represents diverse ethnic-cultural and socio-economic groups. Students either live with their own families or in board and care homes.

School organization. "Harmon" is not part of Contra Costa County's Master Plan program. The school's organization is based on the isolated model and has a freshman, sophomore, junior, and senior class and an additional class called graduating senior. The 55 students attending Harmon range in age from 16 to 21.

During the morning periods, students rotate into vocational classes.

Vocational classes available at Harmon are:

- Horticulture and Gardening

  Students maintain a greenhouse, raise plants, both plant and maintain school grounds and go out into the community on gardening crews.

- Automotive - Car Wash

  Students learn how to wash cars and change tires and some learn to change oil.

- Creative Productions

  Students learn weaving, pottery, rug hooking, and a variety of other crafts. They also cut foam that is sold to local shops.

- Assembly Skills and Woodshop

  Students learn contracting skills (the contracts performed include, for example, making gardening stakes), counting, sorting, packaging and quality control. They also learn to use power tools to perform woodshop assembly line tasks.

- Home Living Skills

  Students are trained in restaurant work: food preparation, cooking and baking. The class has a commercial kitchen where 80 lunches are prepared each day for Harmon and Jefferson students. This class also learns housekeeping skills and goes out on cleaning crews in the community.

- Sensory Motor Program

  This class is only available to those students who have limited skills and cannot function within the vocational program. Emphasis is on sensory motor skills, self-help and independent living skills.

Support classes for the vocational program are:

- Environmental Living

  Students learn how to exist within their community by becoming familiar with recreational facilities, stores, transportation, etc. Students go on field

trips and on a variety of camping trips.

- Adaptive Physical Education

  Students learn a variety of team sport activities.

When freshmen enter the school program they are required to experience all the vocational areas but are not allowed to go off campus for work training or work experience. After the first year, each freshman's performance is reviewed by the staff and the student has an interview with the principal to decide what areas he or she wants to emphasize while at Harmon. Based on the student's desire and the staff's evaluation, a vocational program is prescribed for the following year.

As each year progresses, the student narrows his or her vocational program to more specific areas, and has expanded opportunities to work in the community on work crews or in independent jobs. By the graduating year, students have narrowed their program down to at least two vocational areas and have had at least three work experiences.

The vocational study periods in the morning are supplemented by an afternoon program consisting of instruction in reading, writing, lanaguage skills, math skills, vocational concepts, and independent living skills. The students are divided into groups according to their abilities, and the program is developed so that it reinforces the vocational program (i.e., math classes teach money, time, phone use; reading emphasizes survival words, etc.).

Curriculum development and student evaluation. Curricula presented in both the vocational and the modified academic program are generally developed by each teacher, although the Edmark Living Skills program is used in some of the classes. In general, no standardized curricula are being used that are task analytic in nature and supported by programmed

learning techniques.

The school has some guides to assist teachers in evaluating the progress of students, but generally academic and vocational assessment are developed by each teacher.

Harmon is involved in a new evaluation program in which staff utilize a computerized system (the Mead System) in assisting them to develop objectives for students' IEPs.

School Staff Interviews

Who was interviewed. Four teachers, three instructional aides and the principal were interviewed for the study. However, one aide worked in the sensory motor class and felt that because her students were not involved in the vocational program, she could not appropriately answer the questions. Thus her interview was not used in the final summary.

Support staff. Because Harmon is not part of the Master Plan program, it does not have support staff.

Administrative overview. The Harmon principal, who performs the same administrative duties at Harmon as she does at Jefferson, feels that the Harmon program stresses the vocational, social and behavioral strengths of students. The emphasis and direction of the school is to provide enough vocational opportunity so that students can be placed in jobs in the community. Her hope is that even though many of the students will not get community job placements, they will at least know how to function adequately in their community.

According to the principal, more community education is needed. She is attempting to change the nature of one of the teaching positions so that its responsibilities include going out into the community, doing job

development and providing transitional support to students and employers.

She also feels that for severely handicapped people to develop to their full potential, they must be given more opportunities to live in semi-independent living situations. She feels that people cannot be expected to make job-realted decisions and choices when they still have no choice, decision-making power or independence in their personal lives. She pointed out that non-handicapped adults would not have a strong feeling of self-worth and feelings of confidence about work if their parents still told them what to wear, what to eat, what time to go to bed, etc. She felt that to be total adults, people must be given adult privileges.

When asked if she felt her students could be trained in the five job areas by utilizing task analytic curricula and could eventually be placed in the community, she stated that severely handicapped students can learn if given the opportunity and the time.

Description of the Vocational Education Specialist and her program overview. The Vocational Education Specialist is an administrator who coordinates vocational education training programs within Contra Costa County's Special Education Programs and Services. Responsible for creating and implementing a career vocational education plan that will service special-needs students, the specialist also assists the staff from vocational education training programs in planning site visits and in obtaining release time for special programs.

She believes that severely handicapped students should be given broader employment options than they currently have within the sheltered workshop setting. She feels that often the full potential of severely handicapped students is not apparent; it is thus extremely important to

provide them with the opportunity to show what they can really do. Otherwise they are not given the chance to reach their fullest potential.

She hopes to assist severely handicapped vocational education program staff in locating or developing curricula that will assist students in learning marketable skills. She also wants to help the staff from all the four programs to work together to maintain continuity in the severely handicapped vocational education training programs.

When asked whether she felt severely handicapped students could be trained in the five job areas by utilizing task analytic curricula and whether they could eventually be placed in the community, she reiterated that we won't know until we try, and severely handicapped individuals have the right to see if they can accomplish those skills.

Summary of School Staff Interview Data

The data below come from interviews with a total of 25 school staff: Lucille Mauzy (7), Martin Luther King (5), Thomas Jefferson (2), Ralph Harmon (6) and support professionals (5). Where percentages are included they are based on a total of 200 severely handicapped students: 41 at Lucille Mauzy; 40 at Martin Luther King; 64 at Thomas Jefferson; and 55 at Ralph Harmon. The summaries are for the four schools and support staff with computed averages.

Responses to questions are translated into percentages, which are recorded in a separate column for each of the four schools, a fifth column for support staff and a final column for computed averages.

Motor Ability

School staff felt that the percentages of severely handicapped students who have the potential capability of performing both the fine motor and gross motor movements needed to work independently in the five job areas are as follows:

	Mauzy	King	Jefferson	Harmon	Support	Average
Motor Ability						
Fine	61%	82%	65%	43%	65%	63.2%
Gross	48%	85%	80%	32%	61%	61.2%

Performance

School staff were then asked to estimate the percentages of their students who have the potential capacity for acquiring the performance skills needed for independent work. The results are:

Performance	Mauzy	King	Jefferson	Harmon	Support	Average
Accuracy	49%	56%	38%	16%	28%	37.4%
Judgment	34%	54%	38%	19%	26%	34.2%
Procedures	25%	71%	55%	18%	19%	37.6%
Safety	41%	68%	30%	23%	23%	37.0%
Stamina	26%	46%	35%	15%	21%	28.6%

Social-Behavioral Considerations

Staff were asked to describe some of the behaviors that would generally keep their students from getting and maintaining employment. The investigator suggested specific social and behavioral categories, such as self-expression, sociability, work independence, personal hygiene, team work, and leisure time. The most frequently stated responses have been summarized within each category and are as follows:

- Self expression

  The lack of ability to articulate clearly and communicate approrpiately forces many of the students to use aggressive language (swearing) or unintelligible noises in attempts at communicating. The lack of communication skills affects students' ability to express needs, to provide a rationale for their actions, to explain why something went wrong on the job or the circumstances surrounding a problem. They are also unable to defend themselves in a punitive situation.

- Sociability

  The lack of communication skills affects social skills: students tend to play at instead of with each other because of their inability to share through communication. Another common behavior is that students are inappropriately affectionate: they get on the bus and kiss the bus driver, or hug a stranger who walks into the work setting.

They also have very little ability to gauge how they should act or react based on the situation, if the boss is angry or busy, students do not infer it is not a good time to ask a question. Severely handicapped students tend to say exactly what is on their mind without thinking about why they should not make a statement.

- Work independence

  This was repeatedly mentioned as a critical area for most severely handicapped students. Without supervision, students have a tendency to stop in the middle of a task, go through the motions of the task without doing it correctly, forget a step in the sequence of completing the task and/or perseverate on one sequence of a task (e.g., mow the same spot on a lawn over and over). Students also have limited ability to infer or generalize from one skill to another (i.e., if one cleaning agent is used for washing windows in a house, the same cleaning agent can be used for washing windshields in a car).

- Personal hygiene

  Students tend not to know how to bathe appropriately, brush their teeth and groom themselves properly. In addition, there are problems with students not washing their clothes frequently enough. Many of the female students do not know about taking appropriate hygiene measures during menstruation. It was constantly stated by staff from all the schools that those students who do have hygiene problems generally have them because of lack of supervision or training in the home. There is a tendency for parents or guardians of students to perform hygiene tasks for them while they are growing up; it is quicker than taking the time to teach the step-by-step procedures. As a result, students do not learn the proper procedures.

- Team work

  Students have difficulty accepting directions from their peers and there is a tendency for students to argue in a difficult situation rather than cope. They lack a sense of working as a group that is cooperating in trying to complete a task within a specified amount of time. If one student is slow to perform a sequenced task, the whole operation slows down, which frustrates the faster students.

- Leisure time

  Behavior difficulties arise when students have not been taught to engage in appropriate activities during break, lunch or free periods during the day. Comments were that if students are taught leisure time activities, they then have constructive ways to occupy their time. If not taught appropriate activities, there is a tendency for students to occupy their time with various types of self-stimulatory activities. Because many students do not have the communication skills needed to carry on conversations, this compounds problems and creates an even greater need for students to be made aware of creative options for occupying their leisure time.

Miscellaneous Considerations

This category consisted of a set of questions that assess students' ability to understand, obtain and maintain employment. Topics and their results are as follows:

- Students' potential ability to make independent use of public transportation going to and from work or school:

	Mauzy	King	Jefferson	Harmon	Support	Average
Transportation	60%	77%	70%	20%	38%	53.0%

- The number of students who are aware of what employment involves, who is an employer, what work means in relation to their lives, etc:

	Mauzy	King	Jefferson	Harmon	Support	Average
Understand Employment	29%	57%	70%	26%	25%	41.4%

- The number of students who understand the wage concept:

	Mauzy	King	Jefferson	Harmon	Support	Average
Understand Wages	53%	67%	45%	47%	20%	46.4%

(When asked whether wages represent sufficient motivation for students or whether there are

other emotional considerations that provide greater motivation, teachers were almost unanimous in the view that wages are not enough for their students to stay on task. Students respond greatly to praise or approval and need to see and know they have accomplished a task.)

- The number of students who know about different types of jobs or work opportunities available to them and are realistic about their choices:

	Mauzy	King	Jefferson	Harmon	Support	Average
Knowledge of Different Types of Jobs	31%	30%	30%	19%	25%	27.0%
Are Realistic	6%	0%	15%	1%	0%	4.4%

- The number of students who know about job finding, applications, job seeking interviews, etc.:

	Mauzy	King	Jefferson	Harmon	Support	Average
Know About Job Finding	3%	19%	0%	15%	4%	8.2%

- The number of students who, if taught with task analytic curricula and programmed learning techniques, could be trained and placed independently in the five job areas; could be trained and placed in a supervised situation; could be placed only in a sheltered workshop setting; or have no placement potential:

	Mauzy	King	Jefferson	Harmon	Support	Average
Training & Placement						
Independent	12%	38%	25%	9%	23%	21.4%
Supervised Crew	43%	34%	50%	35%	41%	40.6%
Workshop Setting	25%	28%	20%	35%	31%	27.8%
No Placement	20%	0%	5%	21%	5%	10.2%

- The number of teachers who felt their students would have difficulty finding and keeping employment because of their inability to acquire skills or because of problems involved with adaptive behavior. (Responses are recorded by number of teachers):

	Mauzy	King	Jefferson	Harmon	Support	Total
Inability because of Skills Acquisition	0	0	0	0	0	0
Inability because of Behavior	5	3	2	6	4	20
Both	2	2	0	0	1	5

Finally, staff were asked whether severely handicapped individuals have the right to work. All of them responded yes, that severely handicapped individuals have the right to have meaningful employment in this society.

It should be noted that the raw data collected from school and support staff was organized into seventeen variables and underwent inverse-sine transformations. This information was then looked at using one-way analysis of variance and three separate comparisons were conducted: a comparison of the four schools and support staff; a comparison of four schools, and a comparison of Mauzy/Harmon and King/Jefferson. The need for the third comparison became evident when the first two comparisons produced a significant difference in four of the variables at either the .05 or .01 level and tended to pair Mauzy with Harmon and King with Jefferson.

The data analysis identified five categories in which there were consistent significant differences among each of the four schools and support staff. The five categories were: Performance Skills

(specifically, Procedures); Training and Placement, (specifically, Independent and No Placement); Miscellaneous Considerations, (specifically, Transportation and Know About Job Finding). The results tended to pair the schools, Mauzy/Harmon and King/Jefferson, in terms of the degree to which staff had a positive view of the potential learning and mastery capabilities of their students in the five employment areas.

When additional analysis was done specifically pairing Mauzy/Harmon and King/Jefferson, significant differences (at the .01 level) were again identified in the same five categories and in an additional category: Miscellaneous Considerations, (specifically Understand Employment). It is important to note that a review of the school staff interviews, data analysis, school location, student population, school organization, and school curriculum and evaluation does not provide answers as to why the school pairing occurred. Any attempt at offering "hunches" would be premature and might lead school staff into making incorrect assumptions and program decisions.

Future research investigating this pairing factor is encouraged by the investigator. This information could prove to be key in identifying important issues when developing staff development curricula.

What can be stated, however, is that a review of the percentage results, indicates that teachers, instructional aides and professional support staff believe that many of the severely handicapped students within the four schools surveyed are capable of learning and mastering the skills needed to be employed in the five employment areas. Aside from the differences just noted, there were no significant differences among the four schools on any of the other measures.

The findings suggest that over half the student population has the fine motor ability (65%) and the gross motor ability (62%) to perform in these five job areas. Twenty out of the twenty-five school staff interviewed stated that inappropriate behavior was more of an issue than skill acquisition potential.

However, when viewing the total scope of possibilities ranging from independence to no potential placement, less than 25% of the students were perceived as being capable of being employed independently in the five areas. It appeared to be most feasible for a larger percentage (40%) to work in the five employment areas if they could work in supervised settings. The percentage findings also conveyed that staff felt that most severely handicapped students can be employed outside the sheltered workshop setting and that only a small percentage had no placement potential.

THE INTERVIEWS WITH COMMUNITY BUSINESS PEOPLE

Northern Contra Costa County

Types of businesses that were chosen and the interviewee's position in the business are as follows:

1.	Hospital (the Housekeeping Unit)	Director of Personnel
2.	Fast Food - Pizza Parlor	Store Manager
3.	Car Wash and Gas Station	Station Manager
4.	Hospital (the Laundry Unit)*	Director of Personnel
5.	Private Gardening Company	President of Company

Employment and image of severely handicapped individuals. None of the employers interviewed had previously employed a severely handicapped person. All five described their image of a severely handicapped person as one who is a slow learner and has difficulty understanding instructions. One employer mentioned that severely handicapped people have difficulty making choices or coming to a decision. Another employer mentioned that they often have language problems. One of the employers wondered whether a severely handicapped person would scare customers.

Initial feelings concerning hiring severely handicapped people. Four out of the five employers expressed apprehension about hiring severely handicapped individuals for jobs within their businesses. These four appeared to be concerned about having enough time to do on-the-job training and to closely supervise work. Speed under pressure was mentioned as another concern. One employer mentioned unions' strict standards and was

---

*The laundry unit and the housekeeping units were at two different hospitals; thus, two different Directors of Personnel were included.

doubtful as to whether severely handicapped people could perform up to those standards.

The one employer who expressed a strong willingness to try hiring severely handicapped individuals felt that his fast food business was perfectly matched to the type of training these students would need. The franchise has a training manual that is task analytic in nature and would be adaptable for a school pre-training program.

Response to being hired as consultants. Three out of the five employers expressed a willingness to work as curriculum or on-the-job training consultants. They even expressed the possiblity that some of their employees would be interested in doing part of the training. The two that were not interested in working as consultants said they did not have the time; they were too busy.

When they were asked if they would be more willing to hire someone trained by a curriculum they had helped develop, the three that had expressed interest in working as consultants said yes and the other said they might be more willing.

Teacher access to observing job site. When asked how they felt about a school staff person coming to observe their job site to see what types of jobs are performed and the skills needed, four were very open, agreeable and willing to cooperate in any way possible. One stated that perhaps it would be okay, but seemed doubtful.

Work environment. None of the employers felt that their other employees would have difficulty working with severely handicapped persons. One stated that there might be some teasing at first but if the student could do the job, the teasing would eventually stop.

When asked how they felt about delivering criticism if they were not

doing the job correctly, they all felt they could do this. They all reiterated throughout the interviews that if the severely handicapped person was to stay on the job, he or she would have to learn to perform the job correctly within a reasonable training period.

Potential jobs in businesses. Even though four of the employers expressed obvious apprehension, by the end of the interview, all five described jobs they felt could be performed.

Response of the interviewer. The interviewer thought that she would feel comfortable in placing her students with four of the employers. The four were interested in the idea as long as it would not put a strain on their business and they would not ultimately lose money. These four employers seemed generally receptive but they needed time, positive exposure and education concerning severely handicapped individuals' work potential.

Southern Contra Costa County

Types of businesses that were included and the interviewee's position in the business are as follows:

1.	Motel - Housekeeping	Maid Manager
2.	Fast Food	Shift Manager
3.	Car Wash and Gas Station	Assistant Manager
4.	Commercial Laundry	Manager
5.	Independent Gardening Company	Owner (family-owned)

Employment and image of severely handicapped individuals. Three of the employers interviewed had never employed or dealt with a severely handicapped person. One had previous work experience as a teacher in a school for mentally retarded students. The fifth had employed a mildly

retarded person at one time.

The five employers appeared to have similar feelings and images concerning what a severely handicapped person is like. They described these individuals as slow learners who function at a lower capacity than a normal person and have difficulty comprehending instructions. One employer added that many times severely handicapped individuals have physical problems.

Feelings concerning hiring the severely handicapped. One of the employers felt it would be dangerous for a "mentally retarded" person to work near large pieces of machinery. His business is fast-paced and decisions have to be made quickly. Another employer said his business was family-run, but if they were to hire any additional workers he would strongly consider the possibility. Two of the other employers felt that some of their jobs could be performed by severely handicapped persons and they would be willing to try hiring them. The fifth employer was neither positive nor negative because she had no experience with this disability.

Response to being hired as consultants. Four of the five employers said they would be willing to be utilized as a curriculum or on-the-job training consultant. They did qualify their answers by saying that their availability would depend on their work schedules. One employer said he had no extra time and could not make himself available for that type of work.

When asked if they would be more willing to hire someone trained by a curriculum they had helped develop, four of the five felt they would be more receptive to hiring them. One employer said that it wouldn't make any difference as far as preference in hiring.

Teacher access to observing job site. When asked if they would allow a school staff person to visit and observe their job site, four employers said yes, and one said no.

Work environment. When asked how their other employees would react to working with severely handicapped persons, four felt that initially it might be difficult for both the new person and the other employees, but after a period of time, good relationships could be established. There might be a problem, however, if the severely handicapped person's productivity was low, but he or she was getting paid at the same rate as other employees.

When asked how they would feel about delivering criticism, four stated they would have no problems and that it would be absolutely necessary for them if the severely handicapped person was to stay on the job. One employer said he would not criticize but would try to help as much as possible.

Potential jobs for severely handicapped individuals. All five employers described jobs in their businesses that they felt could be performed. Even the one employer who consistently responded negatively or did not answer described tasks severely handicapped people could do.

Response of interviewer. Although the interviewer felt that the employers were concerned about the responsibility entailed in taking on and training severely handicapped persons, and one employer wondered whether the schools were going to try to set up businesses in competition with his, the interviewer thought that all five projected a sense of willingness to try hiring severely handicapped individuals. In general, this interviewer thought he would feel comfortable in placing his students with four of the five employers.

Summary of Business People Interview Information

During the final meeting of the investigator and the two interviewers, some guidelines were established for creating positive ties between severely handicapped vocational education programs and community businesses.

Since the majority of the employers expressed a willingness to let their businesses be utilized as training sites, this should be the first step in making contact with businesses. Pressure should never be put on employers to hire the people that they assist in training.

It was also apparent to the interviewers that the employers wanted to talk about their jobs and liked describing the various facets of their businesses. Both interviewers felt that it would be extremely easy for a representative from the schools to initiate contact, develop a rapport and eventually overcome the apprehension or resistance employers feel because of their inexperience with severely handicapped people. With further exposure and information, it seems clear that employers would be more receptive to training or employing these individuals.

Training and placement at the business site would be greatly facilitated if a school representative was easily available to assist in the transition of the student from the school to the work site. This would eliminate many of the feelings of being stranded that both student and employer may experience.

Other negative feelings would be eliminated if employers are made to understand that the schools are not intending to set up businesses that will be in competition with their community businesses.

Finally, both interviewers said that in the process of interviewing, they discovered that the community did not pose a tremendous barrier to

placing severely handicapped students outside sheltered workshops, as they had first thought. Even though they had, in essence, led those employers through an educational process, they had nevertheless gotten a much more positive response than they had anticipated.

CONCLUSIONS

In the investigator's opinion, the study showed that there is need and desire to expand and develop the existing vocational education training programs within Contra Costa County schools. Staff is receptive to this expansion and the community seems receptive to training and placing severely handicapped students, but further groundwork must first be done.

As a result of this study, several other program needs became apparent. These can be perceived either as separate programs or as components of a vocational education training program. These program ideas are:

- A community education program

  School staff expressed a need for a community education program so that employers, transit system workers and anyone else who would be involved with severely handicapped people's work days could be presented with information that would increase their understanding of these individuals' work potential and special needs. However, staff felt that currently they have little time to go into the community to do job development and then bring information back into their classrooms, develop curricula and teach. They also stated that it was important to structure a transition time period that would ease students into job training and placement. It was felt that both student and employer would need assistance and support from the school during the initial stages of training or placement.

- A parent education program

  Throughout the staff interviews, there were comments stating a need for a parent education program that would assist parents, board and care operators or staff people at the residential care facility mentioned in the study in carrying out the school program. Suggestions included teaching behavior management techniques and methods for teaching personal hygiene and independent living skills.

- Research into community job placements

  The need was expressed for a statistical study on severely handicapped individuals' job placements into the community after graduation from educational programs.

- A program to publicize available resources

  School staff, parents, board and care operators and staff at the residential facility need more information concerning present services available to severely handicapped people in Contra Costa County from the Department of Vocational Rehabilitation and departments within social service agencies, Regional Centers, etc. By establishing what is available and disseminating that information it will also be easier to determine what needs to be made available to severely handicapped individuals.

BIBLIOGRAPHY

Bellamy, G.T., Peterson, L., and Close, D. "Habilitation of the severely and profoundly retarded: Illustration of competence." Education and Training of the Mentally Retarded, Vol. 10, 1975, pp. 174-185.

Belmore, K., and Brown, L. "Job skill inventory strategy for use in a public school vocational training program for severely handicapped potential workers." In N. Haring and D. Bricker (eds.), Teaching the Severely Handicapped, Vol. III. (Columbus, Ohio: Special Press, 1978).

Bernstein, J. "Mental retardation: new prospects for employment." Journal of Rehabilitation, Vol. 32(3), 1966, pp. 16-17, 35-37.

Burt, C. "The Gifted Child." In British Journal of Statistical Psychology, Vol. 14, 1961, pp. 123-129.

Crosson, J. E. "A technique for programming sheltered workshop environments for training severely handicapped workers." American Journal of Mental Deficiency, Vol. 73, 1969, pp. 814-818.

Delp, H.A. "Criteria for vocational training of the mentally retarded: A revised concept of the necessary mental level." Training School Bulletin, Vol. 54, 1957, pp. 14-20.

Engel, A. M. "Employment of the mentally retarded." In S. G. DiMichael (ed.) Vocational Rehabilitation of the Mentally Retarded. (Washington, D.C.: U.S. Government Printing Office, 1950).

Farber, B. Mental Retardation, Its Social Context and Social Consequences. (Boston: Houghton Mifflin Company, 1968), pp. 3-42.

Glendell, M. and Zetterberg, H.L. A Sociological Almanac for the United States (second edition) (New York: Scribner, 1964), pp. 65-66.

Gold, M. W. "Stimulus factors in skill training of the retarded on a complex assembly task: Acquisition, transfer and retention." American Journal of Mental Deficiency, Vol. 76, 1972, pp. 517-526.

Gold, M. W. "Redundant cue removal in skill training for the mildly and moderately retarded." Education and Training of the Mentally Retarded, Vol. 9, 1974, p. 508.

Gold, M. W. "Task analysis: A statement and an example using acquisition production of a complex assembly task by the retarded blind." Exceptional Children, Vol. 43(2), 1976, pp. 78-87.

Karan, O. (Ed.) Habilitation Practices With the Severely Developmentally Disabled (Vol. 2). (Madison: University of Wisconsin Research and Training Center, 1979).

Keys, N. and Natan, J. "Occupations for the Mentally Handicapped." Journal of Applied Psychology, Vol. 16, 1932, pp. 497-511.

Malik, K. "Job accommodation through job restructuring and environment modification." In D. Vandergoot and J. Worrell (eds.), Placement in Rehabilitation. (Baltimore: University Park Press, 1974).

Mausner, H. "The qualitative use of aptitude testing with the handicapped." Paper read at the Jewish Vocational Service. Midwest Regional Conference Proceedings, October 1953.

Mithaug, D., Hagmeier, L., and Hering, N. "The relationship between training activites and job placement in vocational education of the severely and profoundly handicapped." AAESPH Review, Vol. 2, 1977, pp. 89-109.

O'Neill, C., and Bellamy, G. T. "Evaluation of a procedure for teaching saw chain assembly to a severely retarded woman." Mental Retardation, Vol. 16(1), 1978, pp. 37-40.

Rusch, F. "Toward the validation of social/vocational survival skills." Mental Retardation, Vol. 17, 1979, pp. 43-145.

Rusch, F. R., and Schutz, R. P. "Nonsheltered employment of the mentally retarded adult: Research to reality?" Journal of Contemporary Business, Vol. 8, 1979, pp. 85-98.

Schalock, R. L., and Harper, R. S. "Three-track approach to programming in a rural community-based mental retardation program." In P. Mittler (Ed.), Research to Practice in Mental Retardation, Vol. I. (Baltimore: University Park Press, 1977).

Tredgold, A. F. A Textbook of Mental Deficiency (Amentia). (London: Bailliere, 1908).

Weber, Max. The Theory of Social and Economic Organization. (New York: Oxford University Press, 1947), pp. 425-426.

Wehman, P. Competitive Employment: New Horizons for Severely Disabled Individuals. (Baltimore: Paul H. Brooks, 1981).

Wehman, P., Hill, J., and Koehler, F. "Helping severely handicapped persons enter competitive employment." AAESPH Review, Vol. 4(3), 1979, pp. 274-309.

Wehman, P., Schutz, R., Renzaglia, A., and Karan, O.C. "The use of positive practice training in work adjustment with two profoundly retarded adolescents." Vocational Evaluation and Work Adjustment Bulletin, Vol. 14(3), 1977, pp. 14-32.

Wolfensberger, W. Principles of Normalization. (Toronto: National Institute of Mental Retardation, 1972).

APPENDICES

APPENDIX A

INTERVIEW INSTRUMENT FOR TEACHERS AND INSTRUCTIONAL AIDES

Name _____

School _____ Age Groups _____

Position _____ Number of Students Enrolled _____

Brief Description of Responsibilities _____

_____

_____

_____

Educational Considerations

1. How is your school organized: according to ability or chronological age?

2. What are your students' reading abilities?

3. What are your students' writing abilities?

   a. Can they write or copy their name, address and phone number?

4. What are your students' math abilities?

   a. Can they count 1-10...?

   b. Can they do simple addition and subtraction? (2+2, 5-2, 10-5)

5. Do your students have good attendance?

6. Are they punctual?

I would like you to think about the job areas of housekeeping, gardening, laundry, minor auto maintenance and food service and answer the following questions in relation to the skills that would be needed to be employed in these five areas:

Motor Ability

1. Do your students have the potential capability of performing the fine motor movements needed to work in these job areas, i.e., use cutting shears, turn dials on washer and dryer, moving small items when dusting?

   a. Approximately how many have this potential?

2. Do your students have the potential capability of performing the gross motor movements needed to work in these job areas: bending, twisting, performing two major body movements at once, i.e., bending while sweeping dust into a dust pan?

   a. Approximately how many have this capability?

Performance Skills

1. How many of your students have the potential capability of acquiring the degree of accuracy needed to perform independently in these five job areas?

2. How many of your students have the potential capability of acquiring the degree of judgment needed to perform independently?

3. How many of your students have the potential capability of mastering work procedures in these five job areas to the degree that they could be placed independently within the community?

4. How many of your students have the potential capability of acquiring the degree of safety consciousness needed to perform these jobs independently?

5. How many of your students have the potential capability of acquiring the degree of physical and emotional stamina to resist fatigue while working in these job areas independently?

Social and Behavioral Considerations

The following categories pertain to common social and behavioral considerations involved in employment. Within each category, please describe some of the most common behaviors your students have exhibited that would generally keep them from getting and keeping employment.

1. Self-Expression

2. Sociability

3. Work Independence

4. Personal Hygiene

5. Team Work

6. Leisure Time

Miscellaneous Considerations

1. How many of your students have the potential capability of independently taking public transportation to and from school or work?

2. How many of your students are aware of what employment means, i.e., what it involves, who is an employer, understand what work means in relation to their lives?

3. How many of your students understand the wage concept?

   a. Are wages enough for them to stay motivated in a work setting?

   b. Are there emotional reinforcement considerations that provide greater motivation than wages?

4. How many of your students are aware of the different types of jobs or work opportunities that they could be involved in?

   a. Are they realistic?

   b. What's the best way for them to become realistic?

5. How many of your students know about job finding, applications, job seeking interviews, etc.?

Training and Placement

1. How many of your students could be trained* in:

	To Work Independently	To Work in Supervised Crew
Gardening		
Housekeeping		
Laundry		
Food Service		
Minor Auto Maintenance		

*Training is defined as the presentation of task analytic curriculums supported through the use of programmed learning techniques.

2. How many students from your present enrollment do you feel are only appropriate to be placed in a sheltered workshop setting?

3. How many students have no placement potential?

4. What do you feel is the difference between those students who can be placed independently and those that need to be supervised in a crew?

   a. Is it possible to train those supervised in a crew to be independent?

5. Do severely handicapped individuals have difficulty finding and keeping jobs due to their inability to acquire skills or due to problems with adaptive behavior?

6. What is your feeling about all severely handicapped having the right to work?

Community Businesses

1. Do you know any business people in any of the five job areas that might be willing to be interviewed?

General Comments

APPENDIX B

Questions for School Administrators

1. How many students are in your school?
2. What are their ages?
3. Briefly describe the organization of your school, i.e., are classroom assignments based on chronological age or functional ability?
4. Are students involved in any type of mainstreaming program?
5. Do students rotate within the school program, i.e., from class to class?
6. How many vocational education training classes are in the school?
7. How many students are involved in the vocational education program?
8. What vocational areas (class content) are taught?
9. Are academics part of the program? If so, please describe what they are and how they are integrated.
10. Do you have specific (task analytic, criteria-referenced, programmed learning) academic and/or vocational education curricula developed?
11. Do you have methods of evaluation for evaluating student progress in the academic and vocational classes?
12. Who develops the curricula and/or evaluation methods?
13. Do the vocational education classes involve classroom training and/or community on-the-job training?
14. Do your students get rewarded or paid for their work? How is payment made?
15. What is the emphasis of your vocational education training program, i.e., sheltered workshop placements or community job placements?
16. What procedures are established to locate training sites and/or community placements?
17. Please describe how professional support staff provide services, i.e., directly to students or indirectly through administration, instructional staff or other professional support staff.

APPENDIX C

SCHOOL INTERVIEW ROSTER

Valley Special Center* Alamo	Martin Luther King Special Center, Pittsburg	Ralph Harmon School Richmond	Jefferson School Kensington
Site Supervisor: Gus Decker	Site Supervisor: Peter Gonos	Principal Tori Essert	Principal Tori Essert
Program Specialist: Brenda Washington	Program Specialist: Paris Kalodimas	Head Teacher:	Head Teacher:
Vocational Program Specialist: Sam Cohen	Vocational Program Specialist: Sam Cohen	Teachers: 1. 2. 3. 4.	Teachers: 1. 2. 3. 4.
Social Worker: Don Simons	Social Worker: Shirley Fiora	Instructional Aides: 1. 2. 3.	Instructional Aides: 1. 2. 3.
Occupational Therapist: Annette Ward	Occupational Therapist: Linda Townsend		
Teachers: 1. 2.	Teachers: 1. 2.		

*Renamed Lucille Mauzy School during this study and thus referred to as Lucille Mauzy throughout the body of this report.

APPENDIX D

Employer Interview Schedule

1. Name of business or employer (optional). _____

2. Type of business.

3. Position in business.

4. What types of positions do you employ?

5. Have you ever employed a disabled person?

6. Have you ever employed a severely handicapped (i.e., a mentally retarded person)?

7. What does a mentally retarded person mean to you -- What picture comes to mind?

Note: After they have described what mentally retarded means to them, provide a description of who this study is terming severely handicapped or mentally retarded, i.e., that the term mentally retarded describes a person who has difficulty generalizing (problem solving) if not trained in the setting where the job takes place. Learning generally takes a longer period time especially when the job has many steps involved. It has been proven that a mentally retarded person can effectively learn job skills if specifically trained for that job. Sometimes mentally retarded people have difficulty with their speech, writing and performing math skills. Mentally retarded people who have been appropriately trained and placed in a job they like prove to be excellent employees, consistent and dependable workers.

8. How would you feel about employing a mentally retarded person in your business?

9. Would you be willing to have a teacher come and observe the skills needed to work in the jobs involved in your business?

10. Would you be willing to be hired as a private consultant to help teachers develop curriculum for some of the jobs done in your business?

11. Would you be willing to be hired as a private consultant to help with some of the on-the-job training?

12. Do you feel you would be more likely to train or to hire a mentally retarded person who had been trained with a curriculum you helped develop?

13. How do you feel your employees would react to working with a mentally retarded person?

14. How would you feel about criticizing a mentally retarded person if he/she were not doing the job right?

15. Based on the jobs you've described, which ones do you feel a mentally retarded person could perform?

To Interviewers:

1. What are your general feelings about this employer?

2. Would you feel comfortable in placing one of your students in this employer's business? Why? or Why not?